



Darwin Middle School

Annual Performance Report to the School Community 2022



Acronyms	Full form
ASIP	Annual School Improvement Plan
ICT	Information, Communication & Technology
ICSEA	Index of Community Socio-Educational Advantage
NAPLAN	National Assessment Program – Literacy and Numeracy
SEA	Socio-Educational Advantage
STEM	Science, Technology, Engineering, Mathematics

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School Overview

Our School

Our vision is to provide a positive learning centre which leads the way in middle years education through innovation and contemporary educational practices. We continue to ensure students' learning and social needs are being developed to support them in their future pathways.

2022 signals the final year of the *Darwin Middle School Business Plan 2020-2022*. During this final year we have placed significant effort into delivering our 21st Century pedagogical model that embedded the 4 C's: Critical Thinking, Creativity, Communication and Collaboration.

It continues to be our mission to provide a challenging, innovative and vibrant learning environments that foster individual talent and support students in reaching their highest potential.



Through our academic results we continue to see our students performing above average in writing, reading and numeracy. We will continue to revitalise and improve our teaching practices over the coming year through the use of data to inform effective pedagogical approaches to identify and target the different learning needs of students.

Our school Wellbeing Program is well imbedded to support our students social and emotional needs. We will continue to evaluate this Program to ensure it is effectively coordinated and activities and programs remain relevant to our student cohort.

Our Independent School Board continues to guide strategic initiatives that keep us connected to the broader community.



Our Subjects

Core Subjects	Compulsory Years 7 - 9	Compulsory Years 7 & 8	Design, Art & Technology Rotations	Electives Year 9
English	Health & Physical Education	Chinese	STEM	Sport & Recreation
Humanities		Indonesian	Multimedia	Visual Arts
Science			Food & Nutrition	Textiles
Maths			Dance	Film Making
 			Drama	Food & Nutrition
			Music	Photography
			Visual Arts	STEM Challenge
			Visual Arts	Graphic Design
			Textiles	Dance
				Drama
				Production – Dance & Drama
				Production – Backstage
				Production – Sets & Props
				Production – Costume Design
				Chinese
				Indonesian

Our Staff

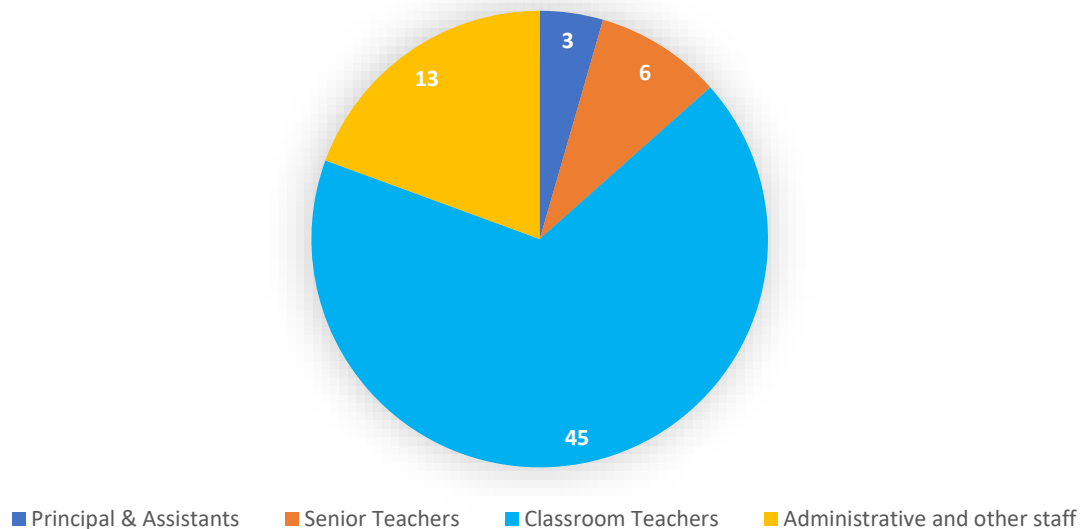
Our continued success in our academic results are a result of our teaching committed staff.

In 2022 our students were supported by 45 Classroom teachers, six Senior Teachers and three Assistant Principals. All teaching staff met the professional standards for teachers in the Northern Territory, including having obtained appropriate qualifications for teaching and abiding by the *Code of Ethics for Northern Territory Teachers*.

In addition our auxillary staff provide essential services to the school that ensures the seamless running of our school administrative function. There are 14 staff within this team who support our administrative office reception, enrolments and executive support; financial allocation and monitoring, ICT and building maintenance.

The table below provides the allocation of roles as at August 2022.

Staffing Allocation



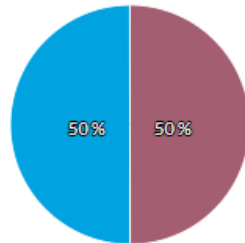
Our Students

In 2022 Darwin Middle School had 746 enrolments, 5% of this population identified as Indigenous students and 41% of students had English as an additional language.

Students

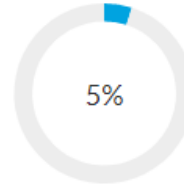
Total enrolments: 746

Boys 375
Girls 371



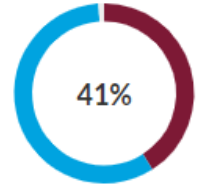
Full-time equivalent enrolments: 746.0

Indigenous students



Language background other than English

Yes (41%)
No (58%)
Not stated (1%)



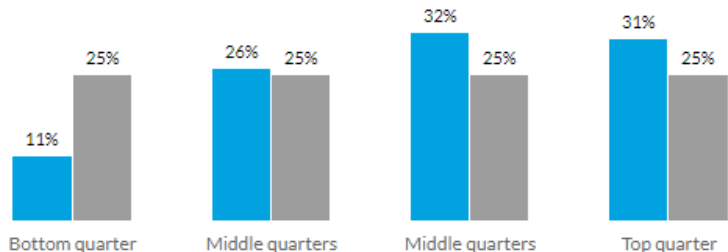
The school has an ICSEA of 1064. The table below indicates the distribution of students according to socio-economic advantage compared with the Australian distribution.

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1064
Average ICSEA value	1000
School ICSEA percentile	74

Distribution of Socio-Educational Advantage (SEA)



■ School distribution ■ Australian distribution

Percentages are rounded and may not add to 100

Our Community

Darwin Middle School is an Independent Public School governed by a School Board who works in conjunction with the Principal to provide strategic leadership and governance in line with the Annual School Improvement Plan.

Darwin Middle School has strong connections with the local community and engages directly with parents through parent-teacher interviews each semester. The school engages regularly with community experts who provide information sessions through professional development sessions and who support the schools Student Wellbeing Program.

Darwin Middle school actively engages with its feeder schools to support the transition of students in and out of their middle years. Year 7 orientation sessions were held at the commencement of the year to familiarise and welcome new families into our school community. The introduction of shared data systems across our feeder schools have supported the transition process.

While COVID-19 inhibited much of our ability to participate in community events over the last two years, we are looking forward to engaging and raising our school profile within the Darwin community and beyond in 2023.



Principal's Report

2022 was another successful year for Darwin Middle School. It has marked the completion of our School Business Plan 2020 – 2022 which has provided the strategic framework for us to achieve results for our school community. This strategic framework has been the driver behind improvements to our school infrastructure which provides a fantastic learning environment for our students. It has also provided us with the education vision which supported us in achieving some fantastic academic results.

We are very fortunate to have a passionate school board who have been instrumental in the delivery of a number of key projects throughout the year. In particular I'd like to acknowledge the great work of our Chair, Noelene Armstrong who has steered our strategic vision over the last year and Anthony Bale for his contribution as Chair of the Building Committee that would deliver our new Media and STEM Centre and Eating Deck. For all our outgoing board members, I thank you for your time, dedication and contribution to our school in 2022.

A particular achievement for me has been our Wellbeing Audit which provided us with an insight into our wellbeing programs and activities that support our students to develop their social and emotional skills. It was pleasing to be able to showcase the plethora of programs and activities that we are able to deliver in this space, but also identify areas of future improvement.

The establishment of the Querios has been a welcomed addition to our student engagement providing us with an additional mechanism for student voice. Over the year this group has actively provided advice on inclusion programs that supports awareness of our schools diversity.

Our NAPLAN results have continued to achieve success across all areas, with specific increased results in reading, writing, spelling and grammar. These achievements have continued Darwin Middle School's standing as most high performing middle school in the Northern Territory. While this success is attributed to student application and parent support, I must also acknowledge my dedicated teaching staff who continue to go above and beyond in supporting students to achieve their goals.

I'd like to acknowledge the hard work and dedication of our leadership team; my three Assistant Principals; Sue Neal, for her contribution to Wellbeing and Student Services; Brian Manning for his leadership in semester 1 as Assistant Principal Curriculum and Dominic Fecteau for stepping into this role in semester 2; and, Heidi Thompson who stepped up as our third Assistant Principal.

Finally, I'd like acknowledge my Business Manager, Christine Dossantos for leading our school improvement initiatives in addition along with the school auxiliary team who do an outstanding job ensuring our school runs efficiently.

Warm regards

Marcus Dixon

Principal

School Board Report

On behalf of the Darwin Middle School Board, a snapshot report of the Boards activities and achievements for 2022 are provided below.

Board Membership and Key Roles			
Noelene Armstrong		Chairperson	
Lisa Bradley		Secretary	
Anthony Bale		Treasurer	
Chris Bryett		Parent Representative	
Tamie Devine		Parent Representative	
Shane Penny		Parent Representative	
Leah Po-Ching		Parent Representative	
Sue Neal		Teacher Representative	
Rebecca Pan		Teacher Representative	
Chris Hann		Teacher Representative	
Marcus Dixon		Principal	
Key Decisions and Achievements			
<ul style="list-style-type: none"> Establishment of the Diversity Inclusion and Wellbeing Sub Committee who had oversight of an audit into the schools Wellbeing Program Approved funding for: <ul style="list-style-type: none"> an ICT upgrade that included the purchase of new security cameras and a security monitoring system and vape senses purchase of student computers and laptops Building project approval that will deliver undercover seating arrangements for students and upgrades for buildings four and five. 			
Meetings			
During the year the Board met on the following dates			
15 March 2022	25 May 2022	27 July 2022	12 October 2022
27 April 2022	25 June 2022	24 August 2022	8 November 2022
			30 November 2022
Gratitude of the Board			
The Darwin Middle School Board would like to express its gratitude to the following people and organisations for their assistance, time and/or advice to the Board			
Person/Organisation	Service to the Board		
Kimberly Broughton	For contributions on the Finance and Infrastructure Sub Committee		
Seema Jaitly	For contributions on the Diversity, Inclusion and Wellbeing Sub Committee		
Sara Scrutton			
Caroline Heske			

School Priorities 2022

Our goals for 2022 were:

- to Improve student outcomes in English and Mathematics through strengthened instruction.
- to increase opportunities for pathways (types of successful transitions) beyond Darwin Middle School
- to embed a school Annual Professional Learning Plan and individual Professional Growth Plans into the school's processes

These goals were imbedded into our Annual School Improvement Plan for 2022 and work towards these goals have seen improvement across curriculum achievement, as evident in our NAPLAN results.

Our Wellbeing Audit undertaken in November of 2022 detailed the effort and engagement that occurs to ensure that students transitioning out of Middle School are provided the right support and options that realise their aspirations and provide them with the confidence required to move forward.

Individual professional growth was targeted through staff professional development sessions throughout the year, focusing on the use of data to support their lesson planning.

These goals, while achieved will continue to be a focus in 2023 to further strengthen our schools overall performance.


Identified signature strategies for 2022 school year

The tables below provide a status update on actions against our signature strategies for 2022. The status update provides comment on what has transpired over the year, the 'traffic light' indicator signals achievements of targets:








- Achieved
- Partially achieved
- Not achieved

R1 – Triangulation of data

Actions	Status Update	Indicator
Create a data story checklist – template that teachers can use to identify class and individual data stories.	This action has been reviewed with data stories created in semester 1. Rather than delivering a checklist, teachers continued to refine their use of eDash for systematic data and the use of formative assessment for qualitative classroom data.	●
Curriculum Team (Seniors) create data stories for each 'D' & 'E' students aligned with transitioning delve data and EALD data.	This action was achieved with this practice continuing as per the 2023 ASIP. The use of case management strategies will be implemented to further refine the use of data to target student learning needs.	●
Ensure English/Humanities, Maths/Science, interested teachers from other subject areas know how to access use different data sources	This action was achieved. Teachers now have access to a range of data and are sharing data across faculties	●

'C' to 'B' discussions and workshops are embedded into faculty meetings to support teachers to use evidence as a basis for their strategic planning	This action was achieved with the Principal and Assistant Principal facilitating data coaching conversations in term 3 & 4 to model this approach for staff. This has evolved into our case management approach in 2023.	
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R5 – Targeted and strategic differentiation

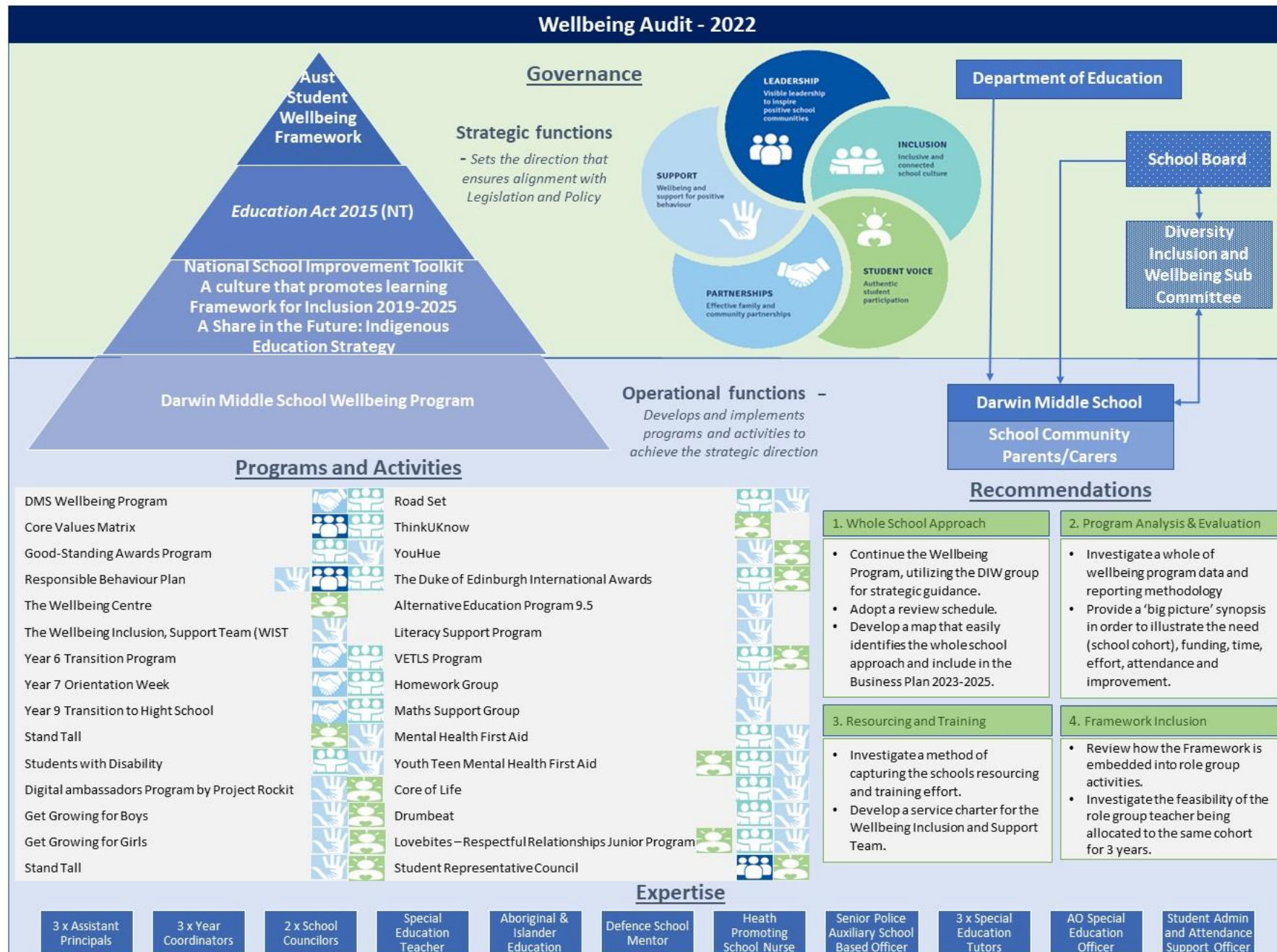
Actions	Status Update	Achieved Not Achieved
Professional Development sessions arranged for staff to focus on how to achieve targeted differentiation strategies based on a data story	This action was achieved. Sessions have been run throughout 2022 in terms of differentiation using data. This will continue in 2023	
Curriculum Team case manage each 'D' and 'E' across all subjects	This action was achieved with the introduction of our case management approach. Over the year the process has evolved and will continue as outlined in our 2023 ASIP	
A class observation program is developed to help teachers to apply targeted and strategic differentiation strategies	This action has been delayed into 2023. Upon further examination a clearer understanding of what this model would look like and how it would be implemented is required to ensure effective delivery. Faculty Leaders will take a lead role to develop and implement in 2023	
Opportunities at faculty meetings for teaching staff to discuss and showcase successful targeted and differentiated teaching strategies	This action was achieved with opportunities for discussion imbedded into faculty meetings. This will be strengthened in 2023	
Quarterly reviews by faculties of units of work, assessment tasks, lesson plans and resources	This was achieved through the strengthening of the Quality Assurance Assessment Cycle in 2022. In 2023 we will involve the Department and our colleagues at Darwin High School to strengthen and align this process	
Student feedback is collated and analysed via student survey question "Teachers understand how I learn"	This was achieved, the question was included into the School Survey	
Full qualifications offered to VET students over 12 months allowing achievement of completed competencies and certification achievement	This was achieved. Our VET program allows for students to achieve competencies and achievement over 12 months. This will continue into 2023	

Other Achievements



2022 was a year that embedded our school projects and programs from 2021:

- Building 7, was completed as the Student Wellbeing & Support Centre. This facility will go on to provide holistic services to support the needs of our student cohort.
- An Audit into the schools Wellbeing Program was undertaken to understand how our programs and activities were aligning with National and Territory Frameworks and to provide a catalyst for discussion that will guide and inform continual improvement. An executive summary of the Audit and its results is included on the following page.
- Our student 'voice' was strengthened with the implementation of the Querios who provided advice on with programs to support awareness and inclusion.
- An ICT upgrade that included the purchase of new security cameras and the installation of a security monitoring system and vape senses, supporting the schools Responsible Behaviour Plan.
- \$123,000 to purchase new student computers and laptops.
- Approval from the Department of Education to utilise school funding for the extension to the existing eating deck and modifications to buildings four and five.
- Installation of a new fence at the rear of the campus to increase our school security, and the addition of two shipping containers installed at the rear of the campus for additional storage.
- \$30,000 spent on cyclic maintenance for the school buildings which included ongoing painting, an upgrade of student furniture, a refresh of the Driftwood Café, and new flooring for building three.



Student Enrolment, Attendance and Learning

When compared to 2021, Indigenous attendance saw an increase in 2022 across all year levels, in particular Year 8. Although there was a slight decrease in attendance rates for all students.

This is an ASIP Student Improvement Target for 2023 as we will aim to increase our overall attendance rate to 87% through implementing our planned engagement measures.

	2021				2022			
	Indigenous		All		Indigenous		All	
	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance
YEAR 7	16	70.6%	248	89.0%	14	70.0%	225	86.6%
YEAR 8	16	70.5%	296	88.2%	12	75.8%	244	82.6%
YEAR 9	17	70.8%	280	86.4%	13	71.6%	275	82.8%
Darwin Middle School	49	70.6%	823	87.8%	39	72.3%	744	83.9%

National Assessment Program – Literacy And Numeracy – Reading, Writing, Spelling , Grammar And Punctuation, And Numeracy Results 2022

NAPLAN results are to be published in the School Annual Report by as required by the Australian Education Act 2013, 77(2) (f):

		Average Scale Score		% of students at or above National Minimum Standard
		Average score School	Average score NT	
YEAR 7	Reading	549	482	94%
	Writing	536	451	98%
	Spelling	561	476	95%
	Grammar	545	461	95%
	Numeracy	556	473	94%
Year 9	Reading	588	521	95%
	Writing	544	492	92%
	Spelling	591	529	95%
	Grammar	592	505	95%
	Numeracy	595	540	94%

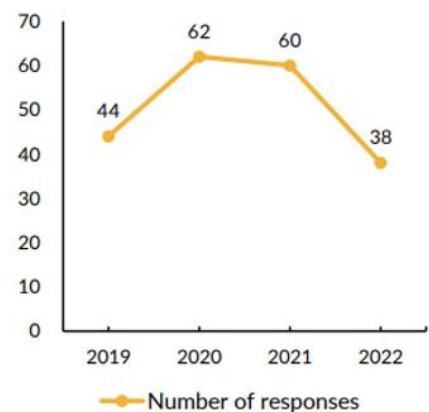
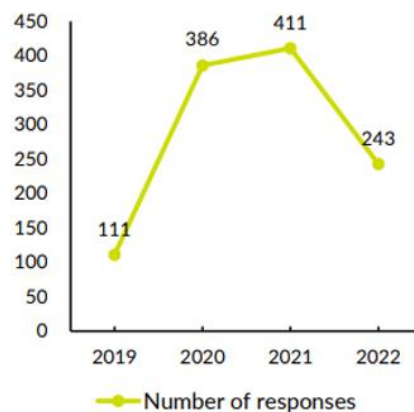
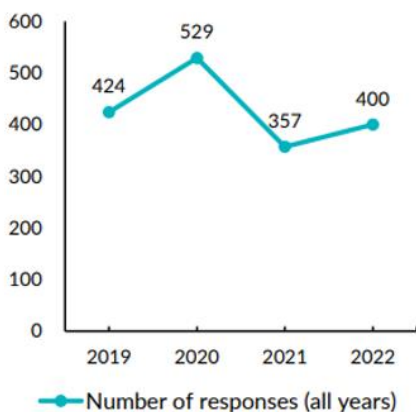
School Survey Results

The following tables are provided from the 2022 School Survey.

Participation has fallen over the past years, in particular staffing responses. Communication and engagement on the importance of these surveys are to be strengthened in the coming year to ensure that we increase and retain our response rates.

Participation

Students				Parents			Staff			
Year of survey	Number of responses (all years)	Number of responses (Yrs 5-12 only)	Response rate (Yrs 5-12 only)	Year of survey	Number of responses		Year of survey	Number of responses	Response rate	
2022	400	396	53%	2022	243		2022	38	54%	
2021	357	351	43%	2021	411		2021	60	77%	
2020	529	527	61%	2020	386		2020	62	89%	
2019	424	418	51%	2019	111		2019	44	71%	



2022 Responses										
	Total	ATSI	Non ATSI	Early Years (P-3)	Primary Years (4-6)	Middle Years (7-9)	Senior Years (10-12)	Teaching	Non-Teaching	Leadership
Student	400	15	322	4	0	395	1	-	-	-
Parents	243	5	167	0	0	243	0	-	-	-
Staff	38	0	33	0	0	33	0	22	7	4

Most positive and least positive responses

The tables below identify the three most positive and least positive responses for each survey group; student, parents and staff.

Student			
Most Positive items for 2022		Least Positive items for 2022	
I know how to communicate safely and respectfully when I am online.	93%	My teacher understands how I learn.	69%
I plan to progress through school and finish Year 12.	93%	I can talk to my teachers about my concerns.	67%
I have good friends that I care about.	92%	Student behaviour is well managed at this school.	64%

Parent/carer			
Most Positive items for 2022		Least Positive items for 2022	
This school is well maintained.	97%	I have opportunities to have a say in the direction of the school and its education programs.	83%
My child has good friends that they care about.	96%	Student behaviour is well managed at this school.	83%
My child knows how to communicate safely and respectfully online.	95%	This school takes students' opinions seriously.	79%

Staff			
Most Positive items for 2022		Least Positive items for 2022	
Teachers at this school expect students to do their best.	100%	This school takes students' opinions seriously.	73%
My school is well maintained.	97%	My school provides me with opportunities to develop my leadership capacity.	72%
I feel safe at this school.	95%	The department supports our school to achieve its priorities.	71%

Change from previous year (2022 v 2021)

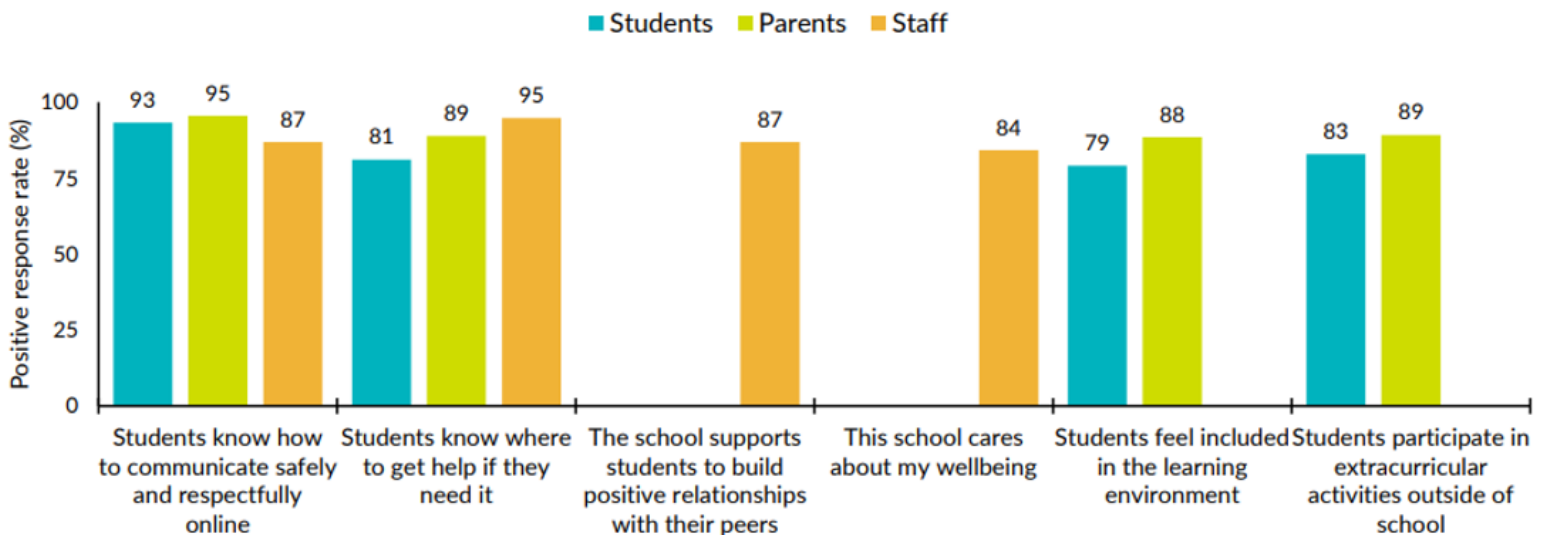
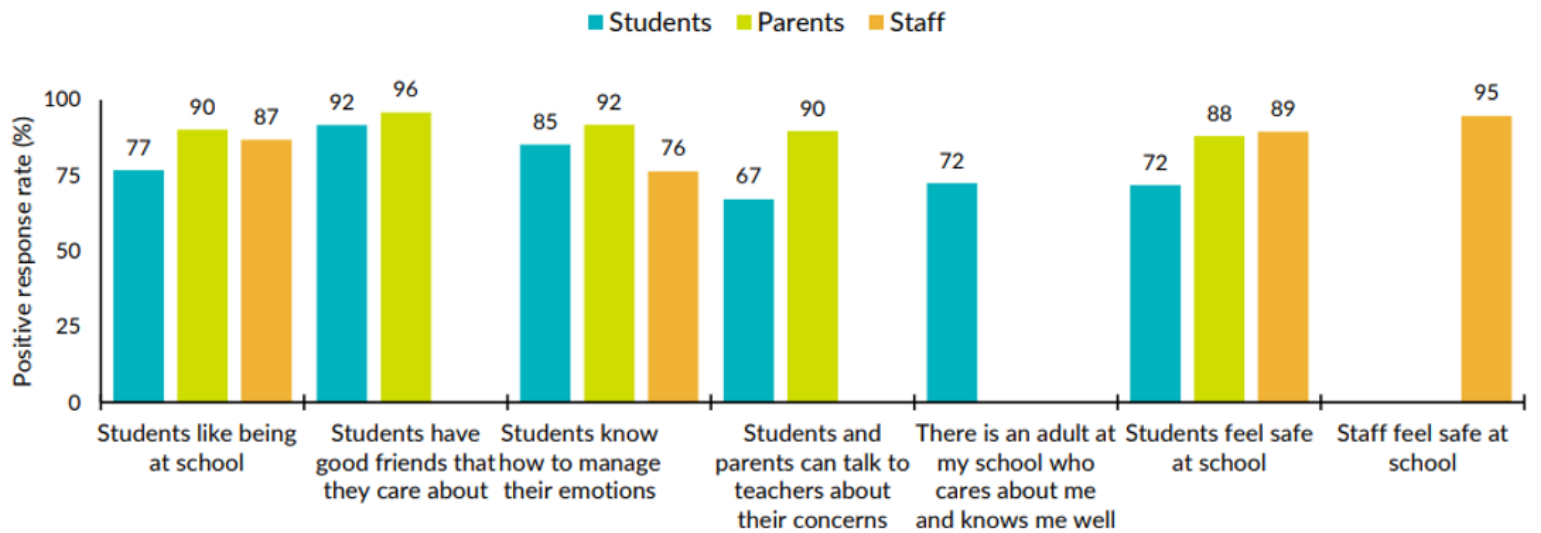
The table below presents the first three and last three items when ranked in order of percentage point change.

Compositions of the school and previous participation rates are to be considered when comparing results with previous years.

Highest ranking items	% point change	2022 vs 2021	Lowest ranking items	% point change	2022 vs 2021
Student					
Student behaviour is well managed at this school.	+40%	64% 23%	I know how to communicate safely and respectfully when I am online.	+9%	93% 84%
My school takes students' opinions seriously.	+40%	71% 31%	I have good friends that I care about.	+9%	92% 83%
My teacher understands how I learn.	+37%	69% 32%	My teachers expect me to do my best.	+6%	91% 85%
Parent/carer					
My school shares data to inform me about my child's learning in a way that I can understand.	+3%	87% 85%	This school takes students' opinions seriously.	-3%	79% 82%
My child knows how to communicate safely and respectfully online.	+2%	95% 93%	This school values the language and culture background of all students.	-3%	86% 90%
Teachers at this school provide my child with useful feedback about his or her school work.	+2%	89% 87%	My child participates in extracurricular activities outside of school (e.g, volunteering, sports, arts, etc).	-4%	89% 93%
Staff					
I have a performance development plan that is supported by the school.	+15%	86% 71%	Student behaviour is well managed at this school.	-10%	74% 83%
Teachers at my school motivate students to learn.	+10%	95% 85%	This school takes students' opinions seriously.	-10%	73% 83%
My school utilises my skills and expertise.	+9%	92% 83%	This school values the language and culture background of all students.	-12%	82% 93%

Theme: Wellbeing – Triangulation

Ensuring students and school staff feel safe, supported and welcomed in their environment is foundational to a schools ability to engage its students and create a learning culture for continuous improvement.



Audited Financial Statements

**DARWIN MIDDLE SCHOOL COUNCIL INCORPORATED
ANNUAL FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022**

**DARWIN MIDDLE SCHOOL COUNCIL INCORPORATED ANNUAL
FINANCIAL STATEMENTS**

FOR THE YEAR ENDED 31 DECEMBER 2022

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Notes to and forming part of the financial statements

Audit Report

**DARWIN MIDDLE SCHOOL COUNCIL INCORPORATED COUNCIL
STATEMENT**

FOR THE YEAR ENDED 31 DECEMBER 2022

As Chairperson of the Darwin Middle School Council Incorporated I state to the best of my knowledge and belief that the accompanying financial report, which has been prepared by the School's management in accordance with the reporting requirements of the Northern Territory Department of Education, does fairly reflect the financial position of the School and its performance for the year ended 31 December 2022.

At the date of this statement, I have obtained assurance from the School Principal that they were reasonable grounds to believe that the School will be able to pay their debts as and when they fall due.

A handwritten signature in black ink, appearing to read 'NA', followed by a horizontal line and a small flourish at the end.

Noelene Armstrong

Chairperson

Dated: 09/03/2023

DARWIN MIDDLE SCHOOL COUNCIL INCORPORATED
BALANCE SHEET

AS AT 31 DECEMBER 2022

ASSETS	This Year	Last Year
CURRENT ASSETS		
CASH AT BANK		
Cheque Account 18-4484	20,046.67	26,574.89
Cash Reserve 18-4492	1,368,683.45	1,411,269.55
Total CASH AT BANK	1,388,730.12	1,437,844.44
CASH ON HAND		
Main Float	250.00	250.00
Additional Float	400.00	0.00
TOTAL CASH ON HAND	650.00	0.00
Prepaid Expenses	330.58	320.65
Total PREPAID EXPENSES	330.58	570.65
TOTAL INVENTORIES		
Inventories	89,151.00	61,003.53
TOTAL INVENTORIES	89,151.00	61,003.53
Total Other Current Assets	90,131.58	61,574.18
Total CURRENT ASSETS	1,478,861.70	1,499,418.62
NON CURRENT ASSETS		
Plant & Equipment		
Motor Vehicle at Cost	795,484.98	795,484.98
Accumulated Depreciation	-662,085.43	-627,119.36
Total Plant & Equipment	133,399.55	168,365.62
Total NON CURRENT ASSETS	133,399.55	168,365.62
Total ASSETS	1,612,261.25	1,667,784.24
LIABILITIES		
CURRENT LIABILITIES		
DEPOSITS HELD 3RD PARTIES		
Staffing	\$841.34	\$891.71
Misc Clearing	\$0.00	(\$10,342.00)
TOTAL DEPOSITS HELD 3RD PARTIES	\$841.34	(\$9,450.29)
TRADE CREDITORS		
Trade Creditors	\$28,817.34	\$0.00
Total TRADE CREDITORS	\$28,817.34	\$0.00
OTHER CREDITORS		
PAYG Withholding (CiA)	\$7,370.00	\$0.00
TOTAL OTHER CREDITORS	\$7,370.00	\$0.00
GST LIABILITIES		
GST Paid	(\$19,796.52)	\$0.00
Total GST LIABILITIES	(\$19,796.52)	\$0.00
OTHER ACCRD EXPENSES (GDS &S)		
Accrued Expenses	\$544.79	\$32,465.76

**DARWIN MIDDLE SCHOOL COUNCIL INCORPORATED
BALANCE SHEET**

AS AT 31 DECEMBER 2022

	This Year	Last Year
Total OTHER ACCRD EXPENSES (GDS &S)	\$544.79	\$32,465.76
Total EMPLOYEE ENTITLEMENTS	\$13,177.64	\$17,205.98
Unacquitted Grants		
Unacquitted Grants DoE/NTG	\$4,293.00	\$42,295.00
Total Unacquitted Grants	\$4,293.00	\$42,295.00
Total CURRENT LIABILITIES	\$35,247.59	\$82,516.45
NON CURRENT LIABILITIES		
Total NON CURRENT LIABILITIES	\$0.00	\$0.00
Total LIABILITIES	\$35,247.59	\$82,516.45
 Net Assets	 \$1,577,013.66	 \$1,585,267.79
 EQUITY		
ACCUMULATED FUNDS	\$1,585,267.79	\$1,191,290.82
Current Year Operating S/(D)	(\$8,254.13)	\$393,976.97
Total EQUITY	\$1,577,013.66	\$1,585,267.79

**DARWIN MIDDLE SCHOOL COUNCIL INCORPORATED INCOME AND
EXPENDITURE STATEMENT
FOR THE YEAR ENDED 31 DECEMBER 2022**

	This Year	Last Year
GRANTS AND SUBSIDIES		
DEPARTMENT OF EDUCATION NTG	1,374,909.25	\$1,464,260.74
C-CWLTH GRANTS DIRECT TO SCHL	30,457.00	\$28,500.00
NTG-OTHER GRANTS FROM NTG	126,708.37	\$110,300.69
3PTY-GRANTS FROM EXTERNAL 3RD	13,365.09	\$6,536.30
Total GRANTS AND SUBSIDIES	1,545,439.71	\$1,609,597.73
SALE OF GOODS & SERVICES		
SC-SCHOOL PROJECTS	505,179.28	\$535,829.21
STDNT-STUDENT ACTIVITIES	81,047.12	\$59,732.08
Total SALE OF GOODS & SERVICES	586,226.40	\$595,561.29
INTEREST RECEIVED		
INTEREST RECEIVED	196.85	\$993.70
Total INTEREST RECEIVED	193.85	\$993.70
OTHER INCOME		
Other Income	0.00	594.00
Other Schools	0.00	\$227.27
OTHER INCOME	0.00	\$821.27
Total INCOME	2,131,859.96	\$2,206,973.99
EXPENSES		
EMPLOYEE EXPENSES		
SALARIES AND RELATED EXPENSES	509,531.84	\$394,087.94
SUPERANNUATION EXPENSES	52,726.43	\$37,806.00
Total EMPLOYEE EXPENSES	562,258.27	\$431,893.94
PURCHASE OF GOODS & SERV		
SGEN-SCHOOL GENERAL EXP	228,570.46	238,560.51
ADMIN EXPENSES	0.00	18,901.81
MOTOR VEHICLE EXPENSES	12,135.43	\$8,474.22
STDNT-STUDENT ACTIVITIES	92,860.17	\$62,170.04
ADMIN IT AND COMMUNICATION	0.00	\$96,067.35
STUDENT INFORMATION TECHNOLOGY	232,041.93	\$98,390.38
CURRICULUM	174,994.48	\$129,310.58
NCA-SCHOOL NON CORE ACTIVITIES	102,395.39	\$98,233.86
Total PURCHASE OF GOODS & SERV	842,997.86	\$750,108.75
REPAIRS & MAINTENANCE		
UMR-URGENT MINOR REPAIRS	115,980.33	\$90,928.12
NUMR-NON URGENT MINOR REPAIRS	24,467.64	\$16,474.00
Total REPAIRS & MAINTENANCE	140,447.97	\$107,402.12
Depreciation		
Depreciation & Amortisation	34,966.07	\$59,494.16
Total DEPRECIATION	34,966.07	\$59,494.16
PROPERTY MANAGEMENT		
ESSENTIAL SERVICES	192,022.00	\$180,156.64
CLEANING	219,167.46	\$208,388.77
GROUND	149,424.46	\$20,697.76
PROPERTY MANAGEMENT OTHER	0.00	\$54,854.88
Total PROPERTY MANAGEMENT	560,613.92	\$464,098.05
Total EXPENSES	2,141,284.09	\$1,812,997.02
Operating Profit	-9,424.13	\$393,976.97
OTHER INCOME		
Total PRIOR YEAR INCOME ADJUSTMENT	1,170.00	\$0.00
Net Profit/(Loss)	-8,254.13	\$393,976.97

**DARWIN MIDDLE SCHOOL COUNCIL INCORPORATED NOTES TO
AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022**

Note 1: Statement of Accounting Policies.

These financial statements are a special purpose financial report prepared for the Council in order to satisfy the requirements of the Northern Territory Department of Education and the School Council Constitution. In accordance with the powers in S111 of the Education Act, the Secretary of the Department of Education has prescribed the manner in which the School Council is to prepare this report, and in so doing, has determined the accounting policies to be adopted in preparing the report.

Scope of the School Council's financial reporting

This financial report records only the revenues and associated expenditure of funds allocated to, or raised by, the School. It does not include teaching and administrative staff salaries and allowances, including leave provisions, since these personnel are employees of the Department, and their employment costs are met by the Department. The School does receive funding for casual relief teachers and other relief staffing, and although this activity is controlled by the School's management on behalf of the Department, it is included in this financial report.

(a) Revenue recognition

Revenue from grants is recognised upon receipt, except where invoices are raised on the Department for reimbursable funded items, including essential services, property management and some relief personnel. In those instances, the revenue is recognised when the invoice is raised. Minor New Works and Capital Grant balances are transferred to the balance sheet at year end. Receipts from fund raising activities are recognised when they have been received by the School.

(b) Income Tax

The School is exempt from income tax under provisions of the Income Tax Assessment Act that apply to Government bodies.

(c) Capital Expenditure

The School does not own the land on which the School is situated, so does not record the cost or value of the buildings on that land. The land and buildings are assets of the Northern Territory Government.

From the 2010 financial year and in accordance with the Department of Education requirement, only assets with a cost of \$10,000 or higher are recorded as an asset. Only assets exceeding the amount are carried as recorded in the balance sheet

(d) Depreciation

Assets carried in the balance sheet will be depreciated on a straight line basis of either 15% or 20%.

(e) Receivables

Revenue from reimbursement from the Department of Education for over-expenditure in grant funded activities is brought to account when received.

(f) Employee Entitlements

The School employs staff on casual, award and/or contract arrangements but has not incurred a liability for employee entitlements.

The accompanying notes form part of the financial report and are to be read in conjunction with the
attached audit report.

**INDEPENDENT AUDITOR'S REPORT
TO THE MEMBERS OF DARWIN MIDDLE SCHOOL COUNCIL INCORPORATED
59 356 406 435**

Report on the Financial Report

I have audited the accompanying financial report, being a special purpose financial report, of Darwin Middle School Council Incorporated, which comprises the balance sheet as at 31 December 2022, and the income and expenditure statement for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information, and the statement by Chairperson of the committee.

Committee's Responsibility for the Financial Report

The committee of the council is responsible for the preparation of the financial report that gives a true and fair view in accordance with Australian Accounting Standards (including the Australian Accounting Interpretations) and the Education Act (NT) and for such internal control as the committee determines is necessary to enable the preparation of the financial report that gives a true and fair view and is free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

My responsibility is to express an opinion on the financial report based on my audit. I conducted my audit in accordance with Australian Auditing Standards. Those standards require that I comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance about whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation of the financial report that gives a true and fair view in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the committee, as well as evaluating the overall presentation of the financial report.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

**INDEPENDENT AUDITOR'S REPORT
TO THE MEMBERS OF DARWIN MIDDLE SCHOOL COUNCIL INCORPORATED
59 356 406 435**

Auditor's Opinion

In my opinion:

The financial report of Darwin Middle School Council Incorporated is in accordance with the Education Act including:

- (i) giving a true and fair view of the Council's financial position as at 31 December 2022 and of their performance and cash flows for the year ended on that date; and
- (ii) complying with the Australian Accounting Standards.

The financial report also complies with International Financial Reporting Standards as disclosed in Note 1.

Name of Firm: Andrew G Marshall
Chartered Accountants

Name of Director:  _____

Andrew G Marshall

Address: 193 Brisbane Terrace GOODNA QLD 4300

Dated this 8th day of February 2023